

## Q3 SPECIAL EDUCATION

Ottawa-Carleton District School Board  
Building Brighter Futures Together @OCDSB

### Q3 What are some important priorities for the OCDSB to focus on for the next four years?

**Focus not only on students who struggle. More opportunity for exemplary students is needed.** Keep raising the bar for those who can achieve it to give them a goal/challenge. Forgetting the very bright is as bad as forgetting strugglers.

4.3 ★★★★★ (23 👤)



*Elementary Parents and Guardians - 3*

**Increase staff and support for students who need it.** Students cannot learn when students with developmental disabilities are integrated into the class room but not properly supported. This helps no one

4.2 ★★★★★ (20 👤)



*Secondary Parents and Guardians - 4*

**There has to be a greater number of specialty classes for students with social/emotional/academic needs.** As it stands, nothing much changes with these students from year to year. They are simply pushed onto the next grade.....

4.1 ★★★★★ (20 👤)



*Elementary Staff*

**Address high and diverse student needs in English classes and increasingly in French too.** All kids deserve to be safe and taught in school. Specialized programs are needed to help address some needs.

4.1 ★★★★★ (19 👤)



*Elementary Staff*

**Budgeting for more in-class support and for more spec. ed. classes** The inclusive classroom is not working. Kids at the extremes aren't served well, nor are the average kids. Teachers and some kids are just surviving.

*Elementary Staff*

4.1 ★★★★★ (17)



**Support special needs, behaviour, and ESL.**

*Elementary Staff*

4.1 ★★★★★ (17)



**Being aware of ELL & Spec. Ed. needs in a class, before making them go over the cap.**

*Elementary Staff*

4.0 ★★★★★ (22)



**Increase access to and availability of special education resources**

*Elementary Staff*

4.0 ★★★★★ (18)



**When we get better support for behaviours and special needs we can deliver a better program for the 'on track' kids. We are losing the on track, quiet kids that do their work in the frey**

*Elementary Parents and Guardians - 3*

4.0 ★★★★★ (17)



**Supporting special needs kids**

*Elementary Parents and Guardians - 1*

3.9 ★★★★★ (19)



**Giving opportunities to gifted students to work more efficiently through the curriculum and creating enriched learning opportunities.** Gifted students need to be given more stimulating work, so that they can be engaged and learning while at school.

*Students Grades 9 to 12*

3.8 ★★★★★ (25)



**Rework classroom integration** Teachers are not equipped to deal with special needs (SN) children, the province is decreasing funding to support SN, and children are suffering.

*Elementary Parents and Guardians - 1*

3.8 ★★★★★ (21)



**Supporting gifted learners and special education** The board is responsible for the health/well being and to teaching all students. It is their right to an appropriate education as well

*Elementary Parents and Guardians - 1*

3.8 ★★★★★ (21)



**Work to improve support for learning differences.** Gifted or LD, more support is needed for these kids to be able to actually LEARN at their pace.

*Elementary Parents and Guardians - 1*

3.8 ★★★★★ (20)



**More resources for special needs kids** Kids are leaving the OCDSB for the OCSB because their parents have heard they will have better access to support resources. This isn't right.

*Secondary Parents and Guardians - 2*

3.8 ★★★★★ (18)



**More robust Special Needs support program** Students with special needs are not getting the support they need causing a higher burden on teachers and impacting other students ability to learn

*Elementary Parents and Guardians - 2*

3.8 ★★★★★ (18)



**Special needs investment.** Serious lack of funding for needs that will become more and more prevalent. Stop hoping it will go away or be someone else's problem.

*Elementary Parents and Guardians - 2*

3.8 ★★★★★ (17)



**identify gifted students and support their learning needs.**

*Elementary Parents and Guardians - 2*

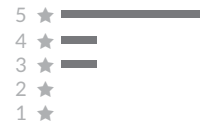
3.8 ★★★★★ (17)



**Focus less on gifted kids and more on everybody else. If you are gifted, you don't need more attention. I am more concerned about the kids that are overlooked and the contributions that they have to offer. Imagine what they could accomplish with help.**

*Secondary Parents and Guardians - 4*

3.8 ★★★★★ (6 👤)



**Support structure for kids with mild to moderate behavioural, developmental, or medical issues. Kids with special needs need support at all severity levels.**

*Elementary Parents and Guardians - 4*

3.7 ★★★★★ (28 👤)



**More support for special needs and ELL learners** These are the most vulnerable students and their needs are not being met

*Elementary Parents and Guardians - 2*

3.7 ★★★★★ (24 👤)



**More effective support of all exceptional learners, including congregated classes where effective.** The majority of exceptional learners do not thrive in the regular classroom - it rarely works for them. They all deserve appropriate support.

*Elementary Parents and Guardians - 1*

3.7 ★★★★★ (21 👤)



**More support for special needs children.**

*Elementary Parents and Guardians - 3*

3.7 ★★★★★ (21 👤)



**Stop pitting spec ed learners against each other. They are all worthy and deserve our support, not derision.** Consideration of one group's issues is painted as detracting from the others. This is neither healthy nor helpful - to any spec ed learner.

*Elementary Parents and Guardians - 1*

3.7 ★★★★★ (19 👤)



**Recognizing that as spec ed and at risk student needs are increasing, teachers need more training and more TIME to deal with them**

*Secondary Staff*

3.7 ★★★★★ (18)



**Finding new and effective strategies for spec Ed kids** Special education students already have a hard time with learning, among other things. Give them more support.

*Students Grades 9 to 12*

3.7 ★★★★★ (16)



**Support for those with LDs, including dyslexia & dyscalcula**

*Elementary Parents and Guardians - 1*

3.7 ★★★★★ (11)



**Supporting teachers to help special needs children in the classroom** Everyone should receive a quality education and large classes and not enough teacher support make that impossible

*Elementary Parents and Guardians - 3*

3.7 ★★★★★ (9)



**Create more behavioural classes and aut7sm units** To make regular classrooms safer with less disruptions occurring

*Elementary Staff*

3.7 ★★★★★ (7)



**I think a greater focus needs to be on our students that are in special education. And I want it to be clear that one group will not be prioritized.** I have seen the Board and Trustees preoccupy themselves over the course of 3 years on the delivery of gifted programming , I want the OCDSB to move on

*Community Members*

3.6 ★★★★★ (23)



**Spec Ed** Focus on what all the exceptionalities require, undertake reviews, not just for gifted

*Elementary Parents and Guardians - 1*

3.6 ★★★★★ (22)



**Additional support for teachers for children with special needs** the more educators the better

*Elementary Parents and Guardians - 2*

3.6 ★★★★★ (19)



**Allocating Budget to Special Needs Support**  
Our gifted/LD/other kids need additional support. Schools need more \$ to better support them.

*Elementary Parents and Guardians - 2*

3.6 ★★★★★ (19)



**More support staff for special needs kids.**  
Better for the special needs kids, and better for the 'normal' kids. Our kids ALL need more support.

*Elementary Parents and Guardians - 2*

3.6 ★★★★★ (19)



**Easier access to specialized classes.** Why do students need to show they are struggling in the regular program before they get into these classes? They are seeing too much failure!

*Elementary Staff*

3.6 ★★★★★ (18)



**Increased funding for special needs resources and support.** Every child learns differently. Expecting them to conform to rigid, old-fashioned standards sets them up for failure.

*Elementary Parents and Guardians - 4*

3.6 ★★★★★ (18)



**Revisit how you label student abilities.** Almost half of Board HS students are recorded as special needs and one-third as ESL. Way too many students get directed to the Applied program because of ethnic labeling, not in consequence of aptitude testing.

*Secondary Parents and Guardians - 2*

3.6 ★★★★★ (18)



**Scrap your tiered approach to intervention for learning disabled students as it conflicts with scientific evidence and best practices.**

OCDSB's 'wait to fail' approach causes needless suffering. Intervening early and appropriately results in optimal outcomes for students.

*Elementary Parents and Guardians - 1*

3.6  (12 )



**Improve spec ed programing** This should not be an after-thought.

*Community Members*

3.6  (11 )

